

This Information has been classified as Internal.

PSCHE Progression Document

British Values

| EYFS - Nursery | What will we cover? | How will we cover it? | Key vocab we will use |
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| Autumn | <ul style="list-style-type: none"> - To understand that families can be different (and this should be respected). - To recognise how good friendships can benefit us. - To maintain healthy friendships. - The importance of self-respect and our own happiness. - Why is it important to brush my teeth? - Why is it important to wash my hands? - Road safety – We must hold hands with an adult while crossing and wear a helmet when on a bike. | <ul style="list-style-type: none"> - Wellbeing Time - Adult support during continuous provision. - Road safety/pedestrian training. - PSCHE sessions. <p>Throughout the year:</p> <ul style="list-style-type: none"> - Modelling. - Monitoring and intervening. - Daily handwashing. - Daily teeth brushing. | Family Same Different Friend/ly Kindness Friendship Share Needs Wants Rules Vehicle Teeth Toothpaste/brush Soap Germs |
| Spring | <ul style="list-style-type: none"> - Why is it important to brush my teeth? - Why is it important to wash my hands? (And how viruses spread). - Why are friendships important? - How should my friendships make me feel? | <ul style="list-style-type: none"> - Session on cleaning teeth - Hand washing daily. - Session on keeping clean and viruses. - Being fair and sharing. - Wellbeing Time/ identifying and discussing emotions. - | Teeth Soap Germs Emotion words (shy, jealous, excited etc...) Friendship Support Co-operation |
| Summer | <ul style="list-style-type: none"> - Why is it important to brush my teeth? - Why is it important to wash my hands? (And how viruses spread). | <ul style="list-style-type: none"> - Sessions on handwashing and brushing teeth. - Ready for school. - Road safety training. | Celebrate Achievement Pride/proud Trust Together |

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| | <ul style="list-style-type: none"> - Road Safety - I know how to be safe around and while crossing the road, including being safe on my bike. - | | Prepared |
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There are always occasions where teachers may feel it necessary to teach PSCH as a result of an issue arisen in their own class, school or within the local community/world. PSCH is integral to the development of children's values in order for them to become positive citizens in a forever changing world.

| EYFS Reception | What will we cover? | How will we cover it? | Key vocab we will use. |
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| Autumn | <ul style="list-style-type: none"> - To recognise how good friendships can benefit us. - To make and maintain healthy friendships. - The importance of self-respect and our own happiness. - Why is it important to brush my teeth? - Why is it important to wash my hands? - Road safety – To know how to cross the road, identify different crossings and know how to use them. - Road Safety – Stop, Look, Listen, Think. - Rail safety – How to stay safe around the tracks and board a train safely holding an adults hand. | <ul style="list-style-type: none"> - Wellbeing Time - Y6 Buddy system - Adult support during continuous provision. - Road safety/pedestrian training. - PSCH <p>Throughout the year:</p> <ul style="list-style-type: none"> - Modelling. - Monitoring and intervening. - Daily handwashing. - Daily teeth brushing. | Friend/ly Kindness Friendship Relationship Share Vehicle Pedestrian Teeth Toothpaste/brush Soap Germs Hygiene |
| Spring | <ul style="list-style-type: none"> - How should my friendships make me feel? (respectful relationships) - Why is it important to brush my teeth? - Why is it important to wash my hands? (And how viruses spread). - To be aware of what safe technology looks like. - Explore a range of educational apps and platforms. | <ul style="list-style-type: none"> - Session on cleaning teeth - Hand washing daily. - Session on keeping clean and viruses. - Being fair and sharing. - Wellbeing Time/ identifying and discussing emotions. | Teeth Soap Germs Emotion words (shy, jealous, excited etc...) Friendship Support Co-operation Include Similarities Differences |

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| | <ul style="list-style-type: none"> - To have conversations about what to do when something unwanted pops up and the importance of seeking support from an adult. | | |
| Summer | <ul style="list-style-type: none"> - Y6 buddies (model healthy friendships. Friends make us feel happy and secure). - Why is it important to brush my teeth? - Why is it important to wash my hands? (And how viruses spread). - Road safety – To know how to cross the road, identify different crossings and know how to use them. - Road safety – To know how to ride our bikes safely near a road. - How to tackle challenges and goals and be resilient. - Tour de Crooks barn (benefits of exercise, celebrating achievement, making own happiness). - Graduation (self-respect, achievement, reaching goals, pride). | <ul style="list-style-type: none"> - Tour de Crooks barn - Graduation - Year 6 Buddy system - Session on oral hygiene. - Sessions on handwashing. - Daily handwashing. - PSCH/Wellbeing Time/ working with children daily. | <ul style="list-style-type: none"> Celebrate Achievement Pride/proud Trust Together Aspiration Graduation Resilience |

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| KS1 | What will we cover? | How will we cover it? | Key vocab we will use. |
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| Autumn A | Term 1 <ul style="list-style-type: none"> - To recognise the ways they are the same as, and different to, other people - What are the benefits of friendships? - What are the characteristics of friendships (healthy and unhealthy)? | <ul style="list-style-type: none"> - Wellbeing Time - Science (Amazing Me) - PSCH Sessions - HelloYello | Friend/ly/ship. Safe/unsafe Appropriate/inappropriate Comfortable/uncomfortable Secure Trust Community Belonging Diversity |

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| | <ul style="list-style-type: none"> - To understand that healthy friendships have ups and downs and how to work through them. - To recognise who to trust and what to do in an unhealthy friendship. - To identify emotions and understand they are all normal. - Know how to recognise when they, or someone else, feels lonely and what to do. <p>Term 2</p> <ul style="list-style-type: none"> - To know about different feelings that humans can experience - How to recognise and name different feelings - How feelings can affect people's bodies and how they behave - How to recognise what others might be feeling - To recognise that not everyone feels the same at the same time, or feels the same about the same things. - How to recognise when they, or someone else, feels lonely and what to do. I can relate this to the Zones of Regulation. | | <p>Help Secret Lonely Excluded Resolve Co-operation Feelings words Challenge Different</p> |
| <p>Spring A</p> | <p>Term 1</p> <ul style="list-style-type: none"> - Know about ways of sharing feelings; a range of words to describe feelings - Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) - Know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. - To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. | <ul style="list-style-type: none"> - Wellbeing Time - Friendship Groups - PSCHE Sessions - Philosophy for Children - Science (Amazing Me) | <p>Appropriate/inappropriate Healthy/unhealthy Stability Security Relationships Community Feelings Loss (including death) Lonely Excluded Respect Role model Medicine Doctor Pharmacy Asthma</p> |

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| | <ul style="list-style-type: none"> - Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. <p>Term 2</p> <ul style="list-style-type: none"> - Understand what keeping healthy means; different ways to keep their body and mind healthy - Know about foods that support good health and the risks of eating too much sugar - Know about food and drinks that support dental health - Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. - Know about things that people can put into their body or on to their skin and how these can affect how people feel (medicines and creams, side effects). | | |
| Summer A | <p>Term 1</p> <ul style="list-style-type: none"> - To recognise what makes them special - To recognise the ways in which we are all unique - To identify what they are good at, what they like and dislike - Know how to manage and persevere when finding things difficult - To name the main parts of the body, including external genitalia - Know about growing and changing from young to old and how people's needs change - To know how people and other living things have different needs; about the responsibilities of caring for them - Know about things they can do to look after their environment <p>Term 2</p> | <ul style="list-style-type: none"> - Wellbeing Time - PSCHE Sessions - Friendship Groups | <ul style="list-style-type: none"> Unique Vagina Vulva Penis Testicles Physically active Screen time Rest Relax Sun damage |

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| | <ul style="list-style-type: none"> - Know about how physical activity helps us to stay healthy and ways to be physically active every day. - Know about the people who help us to stay physically healthy, recognising the importance of knowing when to take a break from watching TV or time online. - Know about different ways to learn and play - To understand why sleep is important and different ways to rest and relax - Know how to keep safe in the sun and protect skin from sun damage - Prepare to move to a new class/year group | | |
| Autumn B | <p>Term 1</p> <ul style="list-style-type: none"> - Why is my family so important? - What does a healthy family life look like? - To understand that families can be different. - What do you find at the heart of a happy family? (Stable, caring relationships). - What groups/communities do we belong to? - What rights and responsibilities do we have in our groups/communities? - Know about the roles different people play in our lives (e.g. acquaintances, friends and relatives). - Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. <p>Term 2</p> <ul style="list-style-type: none"> - Know what money is, forms that money comes in, that money comes from different sources - Know that people make different choices about how to save and spend money | <ul style="list-style-type: none"> - Wellbeing Time - Computing (Online Safety). - Belonging (RE). | Difference Similarity Respect Diversity Belonging Community Rights Responsibilities Sources (money) Strengths |

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| | <ul style="list-style-type: none"> - Understand the difference between needs and wants; that sometimes people may not always be able to have the things they want - Understand that money needs to be looked after and different ways of doing this. - Know that everyone has different strengths. - Know that jobs help people to earn money to pay for things - Know about different jobs that people they know or people who work in the community do - Know about some of the strengths or interests that someone might need to do different jobs | | |
| Spring B | <p>Term 1</p> <ul style="list-style-type: none"> - Know about rules and age restrictions that keep us safe - Know what rules are, why they are needed, and why different rules are needed for different situations - To recognise risk in simple everyday situations and what action to take to minimise harm (including stranger danger). - Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). - Know that household products (including medicines) can be harmful if not used correctly. - Know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, car park, swimming pool, on the street) and how to cross the road safely. - To know how to keep safe around train tracks and the risks surrounding rail safety. - Know about the people whose job it is to keep us safe. - Know what to do if there is an accident and someone is hurt | <ul style="list-style-type: none"> - Wellbeing Time - Friendship Groups - Computing (Online Safety) | Restriction Harm Harmful Medicine Un/Familiar Environment Safe Emergency Internet safety |

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| | <ul style="list-style-type: none"> - Know how to get help in an emergency (how to dial 999 and what to say). <p>Term 2</p> <ul style="list-style-type: none"> - Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. - Know about how the internet and other digital devices can be used safely to find things out and to communicate with others - Know about the role of the internet in everyday life - Know that not all information seen online is true - Know when to take a break from being online | | |
| Summer B | <p>Term 1</p> <ul style="list-style-type: none"> - Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - Understand how people may feel if they experience hurtful behaviour or bullying - Know that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. - Know that sometimes people may behave differently online, including by pretending to be someone they are not - Know how to respond safely to adults they don't know - Know how to respond if physical contact makes them feel uncomfortable or unsafe - Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. - Know there are situations when they should ask for permission and also when permission should be sought | <ul style="list-style-type: none"> - Wellbeing Time - Friendship Groups - Science | <ul style="list-style-type: none"> Bullying Deliberate Private/ privacy Uncomfortable Unsafe Permission Respect Polite Co-operative Secrets |

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| | <ul style="list-style-type: none"> - Understand the importance of not keeping adults' secrets (and how these are different to happy surprises that others will eventually find out about). - Know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe - Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. <p>Term 2</p> <ul style="list-style-type: none"> - Know what kind and unkind behaviour is and how this can affect others as well as myself. - Know how to treat themselves and others with respect; how to be polite and courteous - To recognise the ways in which they are the same and different to others - Know how to listen to other people respectfully and play and work cooperatively - Know how to talk about and share their opinions on things that matter to them. - Prepare to move to a new class/year group | | |
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| LKS2 | What will we cover? | How will we cover it? | Key vocab we will use |
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| Autumn A | Term 1 <ul style="list-style-type: none"> - How important is it to look after my mental wellbeing? Very! | <ul style="list-style-type: none"> - Zones of Regulation | Emotion Proportionate Appropriate |

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| | <ul style="list-style-type: none"> - To understand the emotions scale, how we can move up and down it and relate this to the Zones of Regulation. - To gain a varied vocabulary to use when talking about my feelings, and understand different ways I can express myself. - To have a bank of strategies to respond to feelings, including intense or conflicting feelings. - What am I feeling and who can I talk to? - Are my feelings appropriate/proportionate? To understand how to respond to feelings appropriately and proportionately in different situations. <p>Term 2</p> <ul style="list-style-type: none"> - To understand that the same principles apply to online and face-to-face relationships. - Am I being safe online? - Why can making friends online be different to in person? - Can I believe everything I read online? - To understand that information online is ranked, selected and targeted at specific individuals. - To understand how advertisements work and the dangers of clickbait and scams. - How to be a discerning consumer of online information. - To recognise the impact of online actions (messages, leaving comments, clicking on things that may not be safe). - | <ul style="list-style-type: none"> - PSCHE | <ul style="list-style-type: none"> Feelings words Support Secure Self-regulation Harmful content Respect Clickbait Scam |
| <p>Spring A</p> | <p>Term 1</p> <ul style="list-style-type: none"> - To know the benefits of physical exercise outdoors (physical and wellbeing). - What is a healthy friendship and who may they be with? - That healthy friendships make people feel included. | <ul style="list-style-type: none"> - Computing - PSCHE | <ul style="list-style-type: none"> Physical exercise Mental wellbeing Mutual respect Trust Truthfulness Loyalty Sharing interests |

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| | <ul style="list-style-type: none"> - How to deal with isolation and loneliness (and what can I do to change the situation) and how to recognise it in others. - To have a bank of strategies for recognising and managing peer influence and a desire for peer approval in friendships. - To understand that friendships can change over times, about making new friends and the benefits of different types of friends. - To recognise that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely. - To recognise if a relationship (online or offline) is making them feel unsafe or uncomfortable, and how to manage this and ask for support if necessary. <p>Term 2</p> <ul style="list-style-type: none"> - To know that personal behaviour can affect other people; to recognise and model respectful behaviour online and offline. - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect by others online and offline; strategies to improve or support respectful relationships. - To know about respecting differences and similarities between people and recognising what they have in common with others (physically, personality, background etc). - To know to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. - To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. | | <p>Support Healthy / unhealthy Peer influence Resolution Respect Differences Similarities Background Beliefs Traditions</p> |
| <p>Summer A</p> | <p>Term 1</p> | <p>- Wellbeing Time.</p> | <p>Oral hygiene</p> |

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| | <ul style="list-style-type: none"> - To understand the benefits and risks of sun exposure and how to reduce the risk of sun stroke/skin cancer. - Why is it important to clean my teeth? - What are in impacts of lifestyle choices on my oral hygiene? (sugar consumption, acidic drinks, smoothies). - Why do I need to visit a dentist regularly? - What are allergies, vaccines and immunisation and how do they prevent/manage illness? Including Jext pen usage. - How can bacteria and viruses affect health, and how everyday hygiene routines can limit the spread of infection. - How medicines, when used responsibly, contribute to health. - How to predict, assess and manage risk in different situations (including road safety). - To understand hazards (including fire risks) that can cause harm, injury or risk in the home and how they can reduce the risk and keep safe. - To know how to keep safe around train tracks and the risks surrounding rail safety, including overhead cables and conductor rails. - How to respond and react in an emergency situation, how to identify situations that require emergency services and know how to contact them and what to say. <p>Term 2</p> <ul style="list-style-type: none"> - To know the benefits physical exercise outdoors has on my mental and physical health. - To understand strategies and behaviours that support mental health including: <ul style="list-style-type: none"> ● Quality sleep ● Physical exercise/ time outdoors ● Being involved in the community | <ul style="list-style-type: none"> - PE - PSCHE | Dentist Hygiene Decay Plaque Gums Molar/ incisor/ canine Consumer Sun safety Sun exposure Vaccines Immunisation Bacteria Viruses Risk Hazard Mental wellbeing Strategies Self-care Mindfulness Peaceful Gratitude Physical Grief Bereavement |
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| | <ul style="list-style-type: none"> • Doing things for others • Clubs, activities and hobbies • Spending time with family and friends - To understand the difference between wants and needs and the importance of gratitude. - To understand we will experience change and loss, including death, and how these can affect us. - To understand how I can express myself if I am experiencing grief and bereavement. - Strategies to manage transition between classes and key stages. | | |
| Autumn B | <p>Term 1</p> <ul style="list-style-type: none"> - I am who I am. To understand personal identity and what contributes to who we are (ethnicity, family, gender, culture, hobbies) - To recognise their individuality and personal qualities. - To identify personal strengths, skills, achievements and interests and how these contribute to self worth. - How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking. - To recognise that there are different types of relationships (friendships, families, romantic relationships, online relationships) - To understand that people may be attracted to someone emotionally and romantically that people may be attracted to someone of the same sex or a different sex to them. - That people in a loving or committed relationship can live together or apart. - To recognise that families care for each other in different ways. | <ul style="list-style-type: none"> - PSCHE - Zones of Regulation - HelloYellow - Computing | <p>Identity</p> <ul style="list-style-type: none"> Perceived failure Support Secure Self-regulation Sex (in terms of gender) Diversity Respect Value Prejudice Discrimination |

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| | <ul style="list-style-type: none"> - To recognise aspect of different family structures (single parents, same sex parents, step-parents, blended families, foster parents) and that all family types can give members love, security and stability. - To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty. <p>Term 2</p> <ul style="list-style-type: none"> - To know about different groups that make up their community; what living in a community means. - To value the different contributions that people and groups make to the community. - To understand diversity: what it means, the benefits of living in a diverse community and about valuing diversity within communities. - I am not a stereotype! To understand how these can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes. - To know about prejudice, how to recognise behaviours/actions which discriminate against others and ways to respond to it if witnessed or experienced. | | |
| Spring B | <p>Term 1</p> <ul style="list-style-type: none"> - The impacts of bullying (short and long term). - To have a bank of strategies to respond to hurtful behaviour experienced of witnessed, online and offline, and how to report concerns and get support. - To know what discrimination is and how to challenge it. - To understand privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online). - To know why someone may act differently online, including pretending to be someone they're not, strategies for | - PSCH | Respect Tolerance Challenge Choices Discrimination Consent Secret Physical contact |

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| | <p>recognising risks, harmful content and contact and how to report concerns.</p> <p>Term 2</p> <ul style="list-style-type: none"> - To know how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know. - To recognise different types of physical contact and know what is acceptable and unacceptable, and have strategies to respond to unwanted physical contact. - To understand the importance of seeking and giving permission (consent) in different situations. - To know when it is appropriate to keep something a secret (surprise birthday party) and when it is right to share a secret. - How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable, and strategies for managing this. | | |
| <p>Summer B</p> | <p>Term 1</p> <ul style="list-style-type: none"> - “Wait, money doesn’t come from trees?” To realise where money comes from and the different purposes it can be used for. - To understand there are different ways to pay for things and the choices people have about this. - To recognise that people have different attitudes to saving and spending money, what influences people's decisions and what makes something good value for money. - To understand risks associated with money (it can be lost/stolen) and ways of keeping money safe. - To understand the impact money can have on people’s emotions. Know that jobs help people to earn money to pay for things | <ul style="list-style-type: none"> - Wellbeing Time - PSCHE - Science – habitats | <p>Spending Saving Human rights Responsibility Compassion Transition</p> |

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| | <ul style="list-style-type: none"> - Know about different jobs that people they know or people who work in the community do, and how career paths can lead into a wide range of job opportunities. - Know about some of the strengths or interests that someone might need to do different jobs. <p>Term 2</p> <ul style="list-style-type: none"> - To recognise that there are human rights, that are there to protect everyone. - To understand the relationship between rights and responsibilities. - To understand the importance of compassion towards others, shared responsibilities we all have for caring for other people and living things and how to show care/concern for others. - To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home, how everyday choices can affect the environment (eg reduce, reuse, recycle) - Strategies to manage transition between classes and key stages. | | |
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| UKS2 | What will we cover? | How will we cover it? | Key vocab we will use. |
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| Autumn A | Term 1 <ul style="list-style-type: none"> - Can I trust who I meet online? | <ul style="list-style-type: none"> - PSCE - Computing - Wellbeing Time | Relationships Respect Trolling |

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| | <ul style="list-style-type: none"> - To understand that the same principles apply to online and face-to-face relationships. - The risks of being online and how to deal with them. - To understand why people may act differently online to offline. - To understand the impact bullying has on our mental health. - To understand how information is stored and shared online. - Understanding the importance of keeping personal information private, including how to manage requests for personal information or images of themselves or others, what to do if frightened/worried by something seen/read and how to report concerns, inappropriate content and contact. <p>Term 2</p> <ul style="list-style-type: none"> - To recognise the ways in which the internet and social media can be used both positively and negatively (relating to discrimination). - To assess the reliability of sources of information online, and make safe choices from search results. - To understand how information on the internet is ranked, selected and targeted at specific individuals and groups, and that connected devices can share information. - To recognise things appropriate to share and things that should not be shared on social media (including rules around distribution of images). - To know about how text and images in the media and on social media can be manipulated or invented, and know strategies to evaluate the reliability of sources and identify misinformation. | <ul style="list-style-type: none"> - Philosophy for Children - Anti-bullying week (November) | <ul style="list-style-type: none"> Bullying Harassment Inappropriate Trust Friendships Cyberbullying Mental health Social media Distribution Manipulated Misinformation |
| <p>Spring A</p> | <p>Term 1</p> <ul style="list-style-type: none"> - To understand how to respond safely to adults, both known and unknow. - Who can I trust? Recognising when relationships make me feel uncomfortable. | <ul style="list-style-type: none"> - PSCHE - Wellbeing Time - Philosophy for children | <ul style="list-style-type: none"> Safety Emotions Aspirations Stereotypes Negotiation College |

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| | <ul style="list-style-type: none"> - Who, where and when to get advice for myself or others. - How to identify and talk about my feelings. - Are my feelings appropriate/proportionate? <p>Term 2</p> <ul style="list-style-type: none"> - To recognise the positive things about themselves and their achievements; set goals to help achieve personal outcomes. - To know there are a broad range of different jobs/careers that people can have; that people can have more than one career/type of job during their life. - To know about stereotypes in the workplace and that a person's aspirations should not be limited by them. - To know what might influence people's decisions about a job or career (personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs. - To understand that some jobs are paid more than others and money is a factor that can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. - To know some of the skills that will help them in their future career (teamwork, communication, negotiation). - To identify the kind of job they might like to do when they are older. - To recognise a variety of routes into careers (eg college, apprenticeship, university) and begin to understand the route I would take to do some of the jobs I'm interested in. | | <p>Apprenticeship University Drive Goals</p> |
| <p>Summer A</p> | <p>Term 1</p> <ul style="list-style-type: none"> - "Wait, money doesn't come from trees?" To realise where money comes from and the different purposes it can be used for. - To understand there are different ways to pay for things and the choices people have about this. | <p>- PSICHE</p> | <p>Puberty Penis Vagina Testicles Labia Mutilation Adolescent Hormones Menstrual cycle</p> |

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| | <ul style="list-style-type: none"> - To recognise that people have different attitudes to saving and spending money, what influences people's decisions and what makes something good value for money. - To understand that people's spending habits can affect others and the environment (eg fair trade, single use plastic, giving to charity) - To recognise that people make spending decisions based on priorities, needs and wants. - To know different methods for keeping track of money. - To understand risks associated with money (it can be lost/stolen) and ways of keeping money safe. - To know the risks involved in gambling, different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations. - To identify ways that money can impact people's feelings and emotions. - To have a bank of strategies for dealing with emotions, challenges and change. <p>Term 2</p> <ul style="list-style-type: none"> - Why is my body changing and why do I feel this way? (Puberty, including physical and emotional changes, menstruation, erections and wet dreams). - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction. - To understand menstrual wellbeing. - To understand about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. - To understand that for some people, gender identity does not correspond with their biological sex. | | <p>Periods Money Debt Mental wellbeing Gambling Spending Saving Value</p> |
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This Information has been classified as Internal.

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| | <ul style="list-style-type: none"> - To understand that people may be attracted to someone emotionally, romantically and sexually to someone of the same sex or different sex. - To understand that gender identity and sexual orientation are different. - What is marriage? Including civil partnerships. - To have a bank of strategies for dealing with emotions, challenges and change including transition. | | |
| <p>Autumn B</p> | <p>Children complete bikeability in this term.</p> <p>Term 1</p> <ul style="list-style-type: none"> - How can I improve/support respectful relationships? - To recognise the benefits of the internet. - How long should I spend online? - The effects of online actions on others. - To understand why some sites and games are restricted. - Why the internet can be a negative place, as well as positive. - Is everything you read online true? - Where to report online concerns. <p>Term 2</p> <ul style="list-style-type: none"> - To understand why/how rules/laws are made and how I can get involved. - To know what democracy is and how different institutions support it. - To recognise different risks in different situations (rail/water/road safety, firework safety and safe use of digital devices when out and about). - To know how to keep safe around train tracks and the risks surrounding rail safety, including overhead cables and conductor rails, and the consequences of unsafe behaviour. - Understand how to use household products safely (following instructions, asking adults). - Save our planet! To know what improves/harms our environment. | <ul style="list-style-type: none"> - PSCE - Computing - Parliament Week | <p>Relationships</p> <p>Respect</p> <p>Trolling</p> <p>Bullying</p> <p>Harassment</p> <p>Trust</p> <p>Friendship</p> <p>Cyberbullying</p> <p>Mental health</p> <p>Institutions</p> <p>Democracy</p> <p>Rules</p> <p>Law</p> <p>Lifeguard</p> <p>Coastguard</p> <p>Police</p> <p>Paramedic</p> <p>Fireworks</p> |

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| | - To know ways I/others can look after the environment. | | |
| Spring B | <p>Term 1</p> <ul style="list-style-type: none"> - To understand the mental and physical benefits of physical exercise and time outdoors. - What are the risks of an inactive lifestyle? - To know how to plan and prepare a range of healthy meals. - Worried about your health? You can go to... - How to make informed decisions about health. - What constitutes to a healthy diet? - To identify the characteristics of a poor diet. - Legal and illegal substances, what are the facts? - The risks and effects of legal drugs common to everyday life (smoking, vaping, alcohol and medicines) and their impact on health. To recognise that drug use can become habit which can be difficult to break. - To understand the importance of taking medicines correctly. - To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. - To understand why people may choose to use or not use drugs (including nicotine, alcohol and medicines). - To learn about the mixed messages in the media surrounding drugs, including alcohol, drugs and smoking/vaping. - To understand there are organisations that can support people concerning alcohol, tobacco or other drug use. - To recognise the positive and negative effects that habits can have on a healthy lifestyle. <p>Term 2</p> <ul style="list-style-type: none"> - To realise that people/living things have needs and we have responsibilities to meet them. - What are the early signs of physical illness? - Sleep is important! Here's why... - Why is it so important to brush your teeth? | <ul style="list-style-type: none"> - DT - Science - PSCHE - Wellbeing Time | <ul style="list-style-type: none"> Safety Emotion words Risk Obesity Anorexia Illegal Legal Drugs Vaping Calories Nutrition Substances Abuse Nicotine Alcohol Caffeine Rights Responsibilities Vaccines Immunisation Bacteria Viruses Allergies Mental wellbeing |

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| | <ul style="list-style-type: none"> - To understand the importance of good personal hygiene. - What are allergies, vaccines and immunisation and how do they prevent/manage illness? - How can bacteria and viruses affect health, and how everyday hygiene routines can limit the spread of infection. - How medicines, when used responsibly, contribute to health. - Who can help me/someone I know with my/their mental wellbeing? - To understand that it can be common to experience ill mental health and know some strategies to try to resolve it. - To understand the elements of a balanced healthy lifestyle. - To understand the choices that support a healthy lifestyle. | | |
| Summer B | <p>Term 1</p> <ul style="list-style-type: none"> - To recognise feelings/signs of isolation and loneliness in myself and/or others. - To understand how I can express myself if I am experiencing grief and bereavement. - To recognise the role of voluntary, community and pressure groups. - Basic first aid (including information on how jext are used) <p>Term 2</p> <ul style="list-style-type: none"> - Why is my body changing and why do I feel this way? (Puberty, including physical and emotional changes, menstruation, erections and wet dreams). - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction. - To learn about the process of reproduction and birth as part of human life (conception, how to prevent conception and how babies need to be cared for). - Where to get more information, help and advice about growing and changing, especially about puberty. | <ul style="list-style-type: none"> - PSCHE - Wellbeing Time - PSCHE | Puberty Penis testicles Scrotum Vagina Vulva Labia Wet dream Erection Semen Ejaculation Adolescence Hormones Menstrual cycle Periods Tampon Sanitary towel Isolation Loneliness Grief Bereavement Responsibility Voluntary |

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| | <ul style="list-style-type: none"> - To understand the new opportunities and responsibilities that increasing independence may bring. - To have a bank of strategies for dealing with emotions, challenges and change including transition. <p>Children complete bikeability training in this term.</p> | | Caring Pressure |
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There are always occasions where teachers may feel it necessary to teach PSCE as a result of an issue arisen in their own class, school or within the local community/world. PSCE is integral to the development of children's values in order for them to become positive citizens in a forever changing world.